

OPINIONS

Technique • Friday, October 5, 2001

OUR VIEWS Consensus Opinion

LCC profs deserve support

At an institution whose longstanding focus has always been on engineering, the school of Literature, Communication, and Culture, with its unique mix of technology and humanities, has provided an important addition to the norm. The recent departure of several professors from this school has shaken its foundation. Immediate steps need to be taken to rectify this problem before any more highly-qualified faculty members are lost.

Tech aggressively recruits top professors for the LCC School. Because the professors are working to build the curriculum and the program, they cannot focus on the Board of Regents' tenure track requirements. The school should work to retain these LCC professors by supporting and guiding them in their quests to achieve tenure along with enhancing the program.

Dr. Robert Kolker was appointed Chair of the School of Literature, Communication, and Culture one year ago. Since then, eight professors have left and more are considering leaving. Some of those who left have mentioned a change in faculty governance and some also noted a feeling of apathy from the school in regards to their exits. Dean Rosser and Dr. Chameau should investigate Dr. Kolker's ignorant response to these happenings.

Some of these professors felt that the LCC School's curriculum was becoming more like a collection of learned trades and that the theory aspect to these classes was being neglected. This is not a trade school; there should be a solid balance between the practical side and the theoretical side of this and any degree program.

It is important to maintain a sense of academic diversity in any college environment. The LCC School's unique program has helped to create that sense of diversity and will hopefully continue to do so in the years to come. With the help of the talented LCC faculty, Tech has the opportunity to be a pioneer in the field of humanities and multimedia.

Greeks need aid

Although Greek students voiced their opinions concerning the Greek Area Sector Plan at a Town Hall meeting last spring, when the plans were recently finalized it appears that student opinion was not taken into account. This is just another case of the lack of student input in plans for fifth street development.

The new main entrance to Tech should look impressive and professional. And obviously Greek houses should maintain a general level of upkeep with regards to their landscaping, but the individual personalities of the houses should not be lost in the process and houses that are close to the 5th street entrance should not be penalized for their location.

It is imperative that the costs of improvement be split between the individual houses, Tech, and the City of Atlanta so that the pressure put on the Greek houses to fund these changes is not quite so heavy.

To foot the bill most of the fraternities and sororities will have to turn to alumni. The same alumni that have already shelled out money to reach the \$712 million mark in Tech's Capital Campaign. Reluctance on their part to give more is understandable.

Consensus editorials reflect the majority opinion of the Editorial Board of The Technique, but not necessarily the opinions of individual editors.

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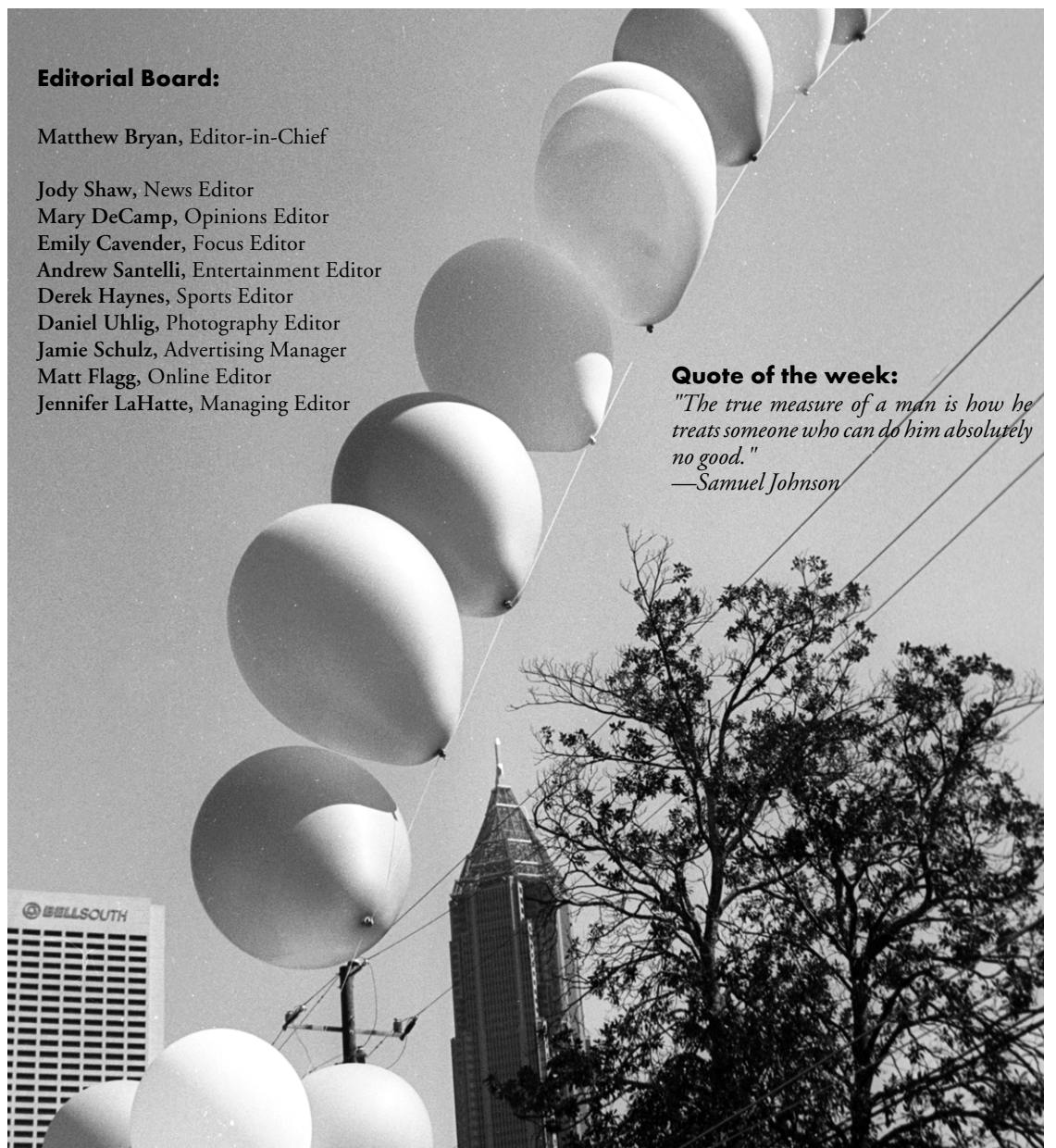
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Quote of the week:

"The true measure of a man is how he treats someone who can do him absolutely no good."

—Samuel Johnson



YOUR VIEWS Letters to the Editor

DramaTech advisor praises Ivan Allen College

I would like to clarify information printed in the September 21, 2001 edition of The Technique, concerning the allocation Student Government Association approved for DramaTech Theatre to compensate me for my work with the theatre. The article states that I "...would be unable to receive any salary increases from Ivan Allen College funds".

In fact, as I pointed out to SGA, I have received 3%-5% salary increases each year. These increases are based on merit, and the college has not been obligated to give them to me. I was especially grateful for

this support in light of the large amount of time I spent working with DramaTech.

As I explained to SGA, much of my time has been spent doing work which is of much greater direct benefit to DramaTech than to the Ivan Allen College, and therefore, the College could not justify providing me with salary increases beyond those 3%-5% merit increases. As a result, DramaTech, with the support of Dean Sue Rosser of the Ivan Allen College, asked SGA to partially compensate me for the work which I do for the theatre.

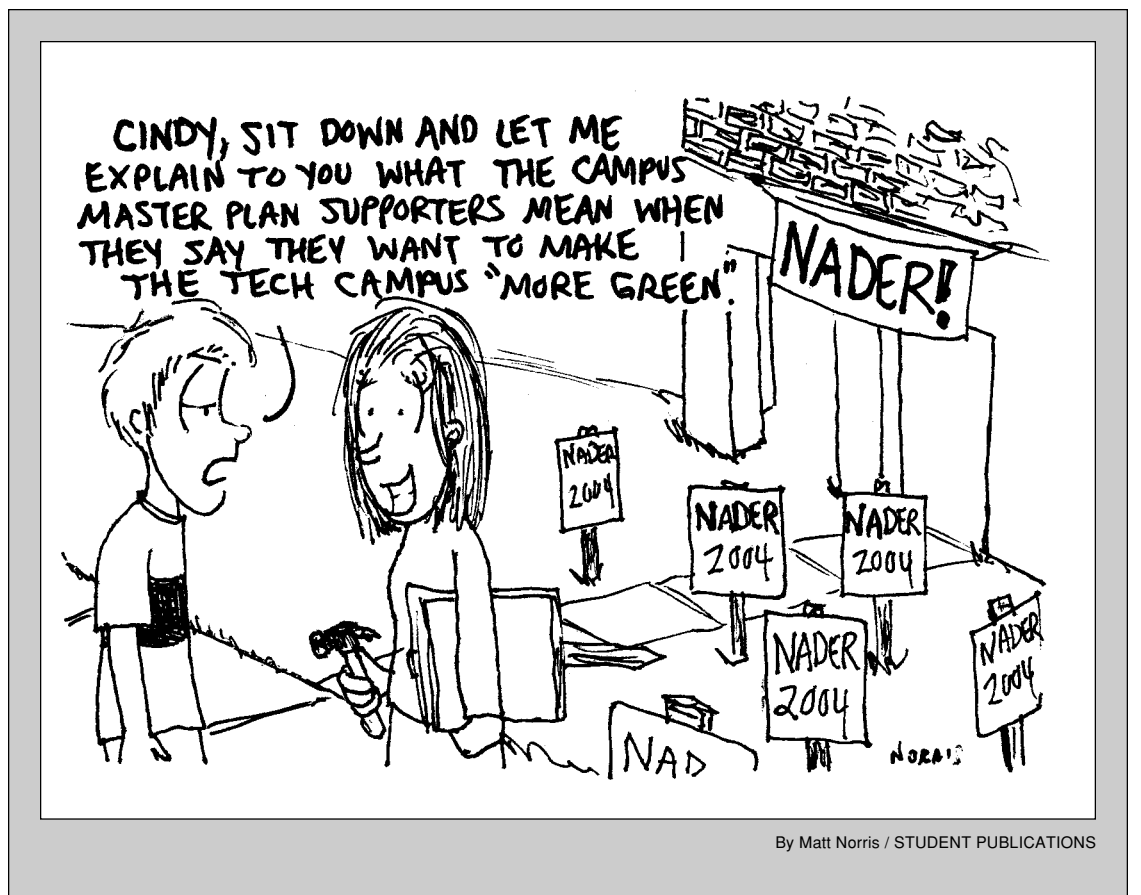
Thus, the statement in the first

paragraph above simply means that I was not to receive any extra salary increases beyond the norm--which would be necessary to get my salary to the level at which I felt it should be. I regarded this as a reasonable and fair decision.

It is important to me to set the record straight, because Dean Rosser and the Ivan Allen College have always been extremely supportive of DramaTech, and of my work with the theatre, as evidenced by the following:

—The Dean's Office has provided

See Abbott, page 9



By Matt Norris / STUDENT PUBLICATIONS

OUR VIEWS Staff Editorials

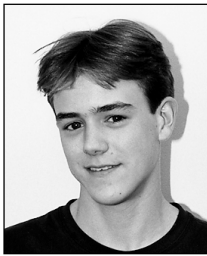
Students should get to know Tech campus buildings

Can you honestly say you've fully explored every building at Georgia Tech? I know I can't, but it's a small goal of mine to do so before I leave this school. Getting a broad view of the physical Tech and the culture that pervades this place certainly gives you a greater respect and satisfaction with our Institute. It's amazing what you'll find on the walls of our colleges. Set aside your knowledge gained through talks, books, and personal interactions, and form an impression of this place through visual observation alone.

My favorite time to explore this campus is late at night, when the rooms are fairly empty and the night owls are working hard. If you rank the activity level of different college buildings at 3 a.m., you can make some interesting generalizations about the areas of study. One could assume that the harder the program, the more active the building late at night. But difficulty is tough to judge when volume and tediousness of work are such great factors. A more interesting generalization to make about the number of students present in the building at this time of night is that of culture. Students obviously have a choice of location and time for doing their work. Unless the work hinges on equipment use, the sight of a large cluster of students in a building doing something like programming or math homework means they're either doing a group project or are

"We live in a small city in the middle of a huge one. Don't limit your most detailed memories of the physical Tech to the location of classes."

Matt Flagg
Online Editor



feeding off each other for drive and idea exchange. If you assume that each college requires the same amount of effort from their students, then a student-filled building simply illustrates a group work ethic, where students would rather work in a common place then isolate themselves elsewhere. College of Computing kids tend to do this. They have the ability to do problem sets on any networked terminal anywhere, yet they all cluster together in a high performance computing cluster only to telnet to acme.

Aside from noticing the number of students in each building late at night, reading the posters on the walls can give you an interesting insight into the world of the college being explored. As to be expected, the College of Architecture has the best looking posters since the majority of them are for architecture and design conferences. Student projects pack the place and you can get a clear picture of what the students actually produce, unlike many other colleges at Tech. The IBB

building is also filled with research posters lining the walls. The volume and complexity of the material on display is enticing for the random visitor – it could take days to read and at least attempt to understand the latest accomplishments in bioengineering here at Tech. These kinds of posters may be found in any college building on campus and it's a guaranteed learning experience to just wander around reading them.

Sure, you can get a feel for the academics and student projects by visiting the accessible areas, but a different kind of appreciation for Tech may be experienced by finding the areas that are off-limits. Most kids want to go where they're not supposed to, and almost everyone wants to know why they can't get in. Appeal to your curiosity and try to infiltrate. Oftentimes, the good stuff is held in the upper floors of a building. You'll have a better chance of getting in during the daytime. Ask yourself why the extra security is needed for these areas. Is it to

prevent theft, protect confidentiality, or to protect from danger? Then ask yourself why other high-end accessible equipment doesn't qualify for greater security measures. Always question the logic and layout of the world explored. You'll find that certain colleges are more paranoid than others.

There's plenty of non-academic areas to explore on campus as well. Although these places are generally far less exciting, such as the dorms and facilities, you can gain a good understanding of Tech's infrastructure by checking them out. The differences between a freshman dorm like Matheson and the Graduate Living Center show how broad the spectrum of maturity and community really is. Find the extremes of living conditions at Tech and determine where you fit in the scheme. Administration buildings would seem to be the most boring places to see in comparison to IBB. You could be surprised!

We live in a small city in the middle of a huge one. Don't limit your most detailed memories of the physical Tech to the locations of classes and daily routines. It's too easy to dismiss what you're not required to see. You'll remember the people you've met, use the knowledge you've learned, but will you remember the breadth of the buildings and what lies within them? Our world is exciting and deserves to be explored like any good art gallery.

Grads should not fear reaching out to those in need

Last night as I slept, I came across an American Icon. I looked at her long, tan legs. I swallowed hard as I saw her flat stomach. As she came closer I realized she was signaling for me to come closer.

Everybody around me disappeared.

She stood next to me and grabbed my hand. Her Pepsi® belly-button ring rubbed against me.

Wait – that's not the right dream.

During my slumber, I happened to come across an American Icon. I looked at his lower body. It was covered by a plaid blanket. He squinted as he rolled his wheelchair closer to me.

I swallowed hard. I didn't know what to say. Finally some words stumbled out.

"I liked your memorial," I squeaked out.

He answered, "The only limit to our realization of tomorrow will be our doubts about reality."

"I always thought your dog was cool," I said.

"True individual freedom cannot exist without economic security and independence. People who are hungry and out of a job are the stuff of which dictatorships are made," he responded politely.

"I consider you one of our greatest presidents," I offered.

"It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something," he responded.

I realized I had run out of comments about dogs and flattering statements. I didn't know how else to praise him. Maybe I could use this once-in-a-lifetime opportunity to get some advice.

"I don't want to work in a cubicle when I graduate. I want to do

"When I graduate from Tech a year and a half from now, I'll have top-notch book smarts and little else."

Derek Haynes
Sports Editor



something different. I don't want to go to grad school either," I stated to him hoping he would jump in. He nodded his head thoughtfully, reached under the blanket and into his right pocket. He pulled out a pamphlet. I continued to talk.

"I want to do something to help people, something different than school. Something that gives me a real-world education," I said.

He held out the pamphlet. I took it from his hand and began to read.

"The slogan of the Civilian Conservation Corps is 'We can take it!' Building strong bodies is a major CCC objective. More than half the enrollees who entered CCC the last year were seventeen years of age. Work, calisthenics, marching drill, good food, and medical care feature the CCC health program."

I said Derek, that sounds interesting. I don't know what I want to do now – that's definitely different than school.

"O.K. sign me up," I said enthusiastically.

I must have said something wrong. Maybe he thought I said "Richard Nixon is a saint." He gave me the same look my professor gives me in calculus class.

"True individual freedom cannot exist without economic security and

independence. People who are hungry and out of a job are the stuff of which dictatorships are made," he explained to me.

Maybe he is trying to give me a hint. I guess I should help people. Help them gain economic security and independence?

I shrugged my shoulders. "Should I be a banker?"

He shook his head. "It is common sense" was all he got out before I stopped him.

I looked around. Suddenly a bird swept down with another pamphlet I opened it up. I read a quote.

"There is not another job that would bring me back to work excited day in and day out as teaching does. I enjoy my life as the twenty-three year-old chief executive officer of the non-profit organization known as Room 104B. I have a responsibility matched by few. The potential for 'growth' and 'increasing shareholder value' and 'opening new markets' in my industry cannot be quantified," said Jonas Chartock, Teach For America Corps '97.

Then I woke up. If Franklin Roosevelt were alive today, he'd see an economy with many of the safeguards that he helped start. He wouldn't see the Works Progress Administration or the CCC, but he

would see a couple of programs that America's young adults could get involved in. When I graduate from Tech a year and a half from now, I'll have top-notch book smarts and little else. But book-smarts is only one class in the university of life. We need something more.

Organizations like Teach for America and the Peace Corps provide an opportunity to reach out to those who don't have the advantages many of us had.

Teach For America is a prime example of learning experience that may perhaps be unequalled. After graduation, accepted applicants enter an intense summer training session where they learn the fundamentals of teaching. They then teach two years in under-served urban and rural public schools. They receive a normal teaching salary, have their student loans deferred until completion of the program, and are also awarded over 9,000 dollars to spend on furthering an education or paying back student loans.

While everyone programs like TFA don't need service graduating from college, two years of service isn't a bad idea for a lot of people, including myself. There are a lot of people not ready to enter the world of cubicles and office team-building activities. Working outside the middle-class and upper-class lifestyle would open a lot of eyes and put the world into perspective. The only thing preventing people from entering these jobs is fear. Fear that taking a step back could be with them their entire life. Fear of stepping outside our normal comfort level.

The only thing to fear is fear itself.

TECHNIQUE

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Techs and the City: Tech students should mingle with other collegeiates

By Jen Hinkel
Columnist

Crammed with the demands Physics and Differential Equations, this week made me long for a single moment's escape from campus. Although I adore my Tech friends, sometimes I need the fresh air of an outside perspective or a conversation about something other than "the shaft." Just as I can't step outside of myself to see what I look like, none of us can see Tech from an external point of view. Life on the inside blinds us to our own limitations.

When I venture into the city, I usually bring my Tech friends, and if I go alone, I almost always run into someone I know. Even a Tech sweatshirt can designate friend from stranger, for Tech students share the common bonds of parking woes and CS classes. However, I rarely see the opportunity to strike up a conversation with someone unknown, a non-Tech student, or even scarier, someone who might be a Bulldog fan. When the opportunity arises, the outside world's preconceived notions of Tech students come to the forefront, chasing away what could be the start of a beautiful relationship. For some reason, Tech students are different, and Atlanta knows this. So, how can we forge lasting relationships with people on the outside?

I went to the Library a few weeks ago—the one without books over on Marietta Street. On a Thursday night, all of Tech must have been studying, because I ran into a crowd of Georgia State guys. When the conversation reached

"Tech students are different, and Atlanta knows this. So how can we forge relationships with people on the outside?"

Jen Hinkel
Columnist



the point where I identified myself as a Tech student, the common response was along the lines of "Oh, so you're a smart girl." Then, they walked away with an intimidated look, segregating the throng once again into Jackets and Panthers.

Though our Helluva Engineer egos tell us to assert our academic superiority, that attitude might not work on the general public. Maybe the GSU guys at the Library were intimidated that I would use them as test subjects, rapidly spouting off equations from my growing stores of engineer knowledge. Sadly, I know engineers who actually look down on Management and INTA majors simply because the word "Engineering" won't appear on their diplomas. If these attitudes run rampant on campus, I can't imagine how much they could be amplified across the width of a city street. No one wants to hear his or her major called "fluff."

Having high quality relationships with those outside of Tech might also mean keeping our Yellow Jacket pride on the DL. Unbelievably, I have friends with girlfriends at UGA. If I were such a man, I would feel morally obligated to end the relationship before football season. Although I'm a firm believer in the saying "Friends don't let friends date Bulldogs," I realize that not everyone at Tech

"They walked away with an intimidated look, segregating the throng once again into Jackets and Panthers."

can date a Tech student, due to highly scientific population restraints. I'll refer to simply as "The Ratio." But perhaps the Good Word should not be the first thing out of one's mouth when introduced to someone wearing red and black, as said phrase does not engender feelings of mutual friendliness.

As a first step to building relationships with people outside of Tech, we have to meet them. I said it last week, and I may say it again: we need to get out more. One day, I'll go back to the Li-

brary and have a conversation with a GSU student that lasts more than two minutes. I might even strike up a random conversation with someone in Publix. I don't want people to be intimidated by my Tech-ness, especially if they're cute boys.

Tech is a culturally diverse campus, but intellectually, we're very much the same. Coupled with the cynical attitude derived from being shafted on a regular basis, the Tech brand of intellectualism can make us narrow minded. Making friends with students from Emory, GSU, Agnes Scott, Kennesaw, and other metro-Atlanta schools can breathe a kind of cerebral diversity into our midst, making our conversations vastly more interesting and possibly even counteracting the mysterious and elusive phenomenon of "The Ratio."

Forging good relationships, whether platonic or something more, melds discovery of shared interests with a mutual enlightenment of varying perspectives. We need friendships outside of our Tech circle that will open our eyes and unlock our imaginations to a broader world. The beautiful thing is that Atlanta is not a city of engineers, but of engineers, artists, politicians, musicians, teachers, athletes, and every other kind of person imaginable. Don't let the richness of Atlanta's intellectual civilization pass you by.

Jen Hinkel writes a column for the paper each week. Every week's column deals with a topic involving Tech students and their relationship with the city of Atlanta.

Abbott

from page 6

DramaTech with much-needed financial support of \$10,000-\$12,000 each year for several years. —The College's Development Officer, Ski Hilenski, has been working with me to set up a support group for the theatre, consisting of alumni, students, faculty, and community members. —DramaTech has produced two shows in cooperation with the Performance Technology Research Lab,

"Dean Rosser and the Ivan Allen College have always been extremely supportive of DramaTech, and of my work with the theatre."

part of the College's School of Literature, Communication, and Culture (LCC). —Students in some LCC courses receive credit for working at DramaTech; likewise, DramaTech members from all areas of Tech eagerly participate in theatre-related courses offered elsewhere in LCC. The support of Dean Rosser and the Ivan Allen College has been tremendously helpful to DramaTech and myself, and I am grateful that the College and SGA have worked together to ensure DramaTech's continued success.

Gregory Abbott
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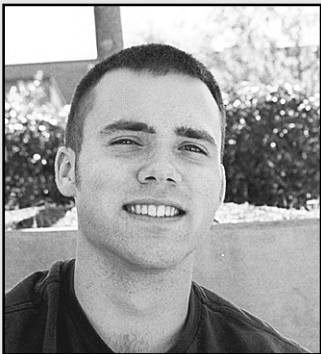
Buzz Around the Campus



Question of the week

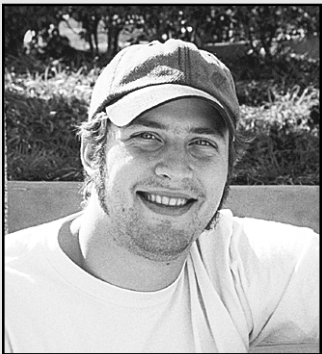
“How should professors reprimand students whose cell phones go off in class?”

Feature and photos by
Scott King



Mike Barb
ME Senior

“Strike them with the ruler.”



George Nelson
ME Junior

“Chuck it out the window.”



Sarah Riley
AE Freshman

“Kick them out.”



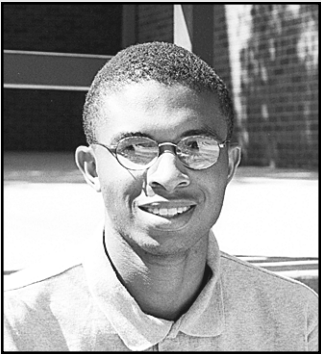
Paarin Mehta
CompE Junior

“Answer the phone for them.”



Lauren Aberle
ID Sophomore

“Give them a warning.”



Michael Johnson
CS Junior

“Professor gets a free call to anyone in the world.”



Alyson Laura
ARCH Freshman

“Student must leave class for the day.”



Jessica Dillard
STAC Junior

“Make fun of them ruthlessly.”